**Art Lesson**

**Age Level:** 5th grade

**Subject(s) Area:** Visual Arts

**Materials Needed:** white scratch paper, black & navy construction paper, scissors, glue, chalk, hair spray, computer, projector

**S**tandards**:**

4.1.2  Know the different techniques used to create visual art.

4.2.1  Know the differences among visual art structures and functions.

**O**bjectives**:**

Students will **compare** the Aurora Borealis to what they are currently learning in science.

Students will **appraise** different videos and pictures of the Northern Lights before designing theirs.

Students will **create** a night sky with chalk and a construction paper silhouette.

**Cognitive Level of Lesson (Bloom’s Taxonomy):** Analyzing and Creating

**L**earning Activities:

**Opening:**

* Since you have started earth science and more closely astronomy we are going to connect our art project to astronomy
* Who has ever heard of the Aurora Borealis?
	+ What is another name for it?
		- Particles from the sun hit the top layer of the Earth’s atmosphere
	+ Has anyone ever had the chance to see it?
	+ How does this compare with what you are learning in science?
* Watch videos
	+ <https://www.youtube.com/watch?v=fVsONlc3OUY> - land
	+ <https://www.youtube.com/watch?v=PBJAR3-UvSQ> - space station
* Show pictures of Northern Lights too

**Project:**

* We are going to make a silhouette of the horizon with the Northern Lights or Aurora Borealis in the night sky
* Each of you will get 1 black and 1 navy piece of construction paper and will need glue and scissors
	+ Use a pencil to trace a silhouette of a horizon on the black paper and cut it out
	+ Glue it to the navy paper
* Tear off pieces of the scratch paper that will shape the Northern Lights
	+ Place the ripped side of the paper pointing at the top of the navy paper
	+ Press hard and cover the edge of the ripped paper with chalk
	+ Use your finger to smudge the chalk onto the navy paper
* Play while students are working:
	+ Northern Lights video: <https://www.youtube.com/watch?v=NZlfxWMr7nc>
	+ Music

**Technology:** projector, computer

**Required Vocabulary:**

* Shading – gradual darkening or coloring
* Line – points connected together to make a long narrow mark
* Space – unoccupied area and the positioning of objects within it.

**Differentiation:**

* Teacher demonstrates before students try
* Students work step by step
* Students can discuss ideas with a neighbor

**Wrap-Up:**

* As students finish they will bring their night sky out to be sprayed and then placed on the back table. They can then clean up their materials and work on unfinished work or read.
* Ask students:
	+ What are the names of the phenomena in the sky of their pictures?
	+ What are techniques did we use?
	+ What do you call the blacked out landscape? (silhouette)

**A**ssessment:

**Formative:**

* The teacher will listen to student ideas and answers.
* Each students will create their own night sky featuring the Northern Lights
* The teacher will monitor student work and ability while students create their projects

**Summative:**

Reflection: